

Implementation of lesson study

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IMPLEMENTATION OF LESSON STUDY ON TEMATICS LEARNING BASED LOCAL WISDOM OF PATI CULTURE

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Abstract

This study was based on the lack of teacher understanding about lesson study cause less of collaboration among teachers in developing an innovative thematic learning. In addition, the implementation of thematic learning did not introduce local wisdom of Pati culture. Therefore, the research conducted in Elementary School¹ in Pati Regency was aimed to develop of thematic learning design based on local wisdom of Pati culture and to review the implementation of lesson study on thematic learning based local wisdom¹ of Pati culture. The results showed that the thematic learning design based¹ on local wisdom of Pati culture was developed by using game media. Implementation of lesson¹ study on thematic learning based local wisdom of Pati culture could improve the quality of thematic learning.

Keywords: lesson study, thematic learning, local wisdom of Pati culture

INTRODUCTION

Law No. 14 on Teachers and Lecturers and Government Regulation Number 19 Year 2005 requires educators to always improve the quality of learning. One effort can be made to improve the quality of learning through¹ lesson study. According to Suzuki (2017: 8) lesson study is the processes undertaken to improve the ability of teachers for children to get learning quality.

In Indonesia, the lesson study was introduced in 2006 through the

cooperation of the Government of Indonesia and Japan International Cooperation Agency (JICA) in the Strengthening In-Service Teacher Training in Mathematics and Science (SISTTEMS) program. Through this program, the dissemination of lesson study is growing more rapidly in Indonesia, although it has not been yet comprehensive throughout the regions in Indonesia, for example in Pati Regency.

Lesson study for teachers in Pati, especially primary school teachers, is

not well known. The term lesson study itself is still unfamiliar in elementary school teachers. When the researcher explains the lesson study and its levels, the teacher assumes that the lesson study is the same as the classroom action research. Although the levels are almost identical with **plan, do, see in the lesson study** and plan, implementation, observation, and reflection on the second classroom **action research** remains different. **Lesson study is a philosophy** whereas **classroom action research** is a research method. Based on the condition of the teacher's lack of understanding about this lesson study, this research is directed to socialize and give experience to the teacher about lesson study.

The need for elementary school teachers to recognize and apply **lesson study in order to improve the quality of thematic learning**, as explained by Rusman (2010: 294) that one of the benefits **of lesson study** is **the increased of quality of learning** plans including its components such as teaching materials, teaching materials (hands on) and learning strategies.

The observation results of initial research, in the implementation of

thematic learning both in Curriculum 2006 and Curriculum 2013, teachers experience constraints in the planning, implementation, up to the evaluation level. Innovation of learning is also still not implemented with the reasons for the socialization of thematic lessons which are still minimal and infrastructure facilities that have not been adequate.

Teachers are the main facilitators in learning, therefore teachers need to innovate on thematic learning that not only emphasizes knowledge and skills but also attitudes based on the character of local cultural wisdom.

Based on this background, this **research focuses on the implementation of lesson study on thematic learning** based on local wisdom of Pati culture.

METHOD

This research was descriptive qualitative research. Bungin (2008: 93) describes that descriptive qualitative research is a study that records all phenomena seen and heard and read (via interview or not, field notes, photos, video tapes, personal documents or memos, official documents or not, etc.),

and researchers must compare, combine, abstract, and draw conclusions.

This research was conducted at SD Sukoharjo 01 Margorejo Pati and SD Widorokandang 01 Pati with research subjects of teachers and students especially class IV in both research locations.

Data analysis techniques used interactive analysis techniques consisting of three flow of activities carried out in the same time that is data reduction, data presentation and verification.

RESEARCH RESULT AND DISCUSSION

The research conducted based on the lesson study level that is plan (compile learning design), do (implement open class), and see (consist of reflection and redesigning activities).

Before implementing the plan, the implementation of the research began with the socialization of lesson study. The background of this lesson study was socialized because the teachers in the primary school partner had not understood the lesson study that appeared from the teacher's view of the

lesson study with the classroom action research was considered the same because it had the same levels. The result of this socialization was that the teachers in elementary school partners had understood the lesson study, how it was implemented, and able to distinguish the lesson study with the research of class action, and the end of this socialization was the formation of lesson study group.

The plan phase began with discussions with teachers in primary schools research partners about the needs of students and issues related to integrated thematic learning and learning based on the wisdom of Pati culture. The results of the discussion showed that integrated thematic learning based on wisdom of Pati culture was still minimally implemented due to the limitations of the literature about Pati culture.

Still at the level of the plan, next activities created learning (learning design), made the goal of integrated thematic learning, created learning stories about what will be discussed between students and teachers, and expected success from the learning that

had been designed. The result was learning design as follows.

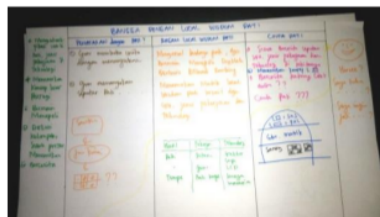


Figure 1. Learning thematic teaching design based on Pati Culture Wisdom

Learning design showed that the goal of integrated thematic learning based on wisdom of Pati culture was the students were proud of the wisdom of Pati culture. The determination of the goal was based on the core competencies and basic competencies of the fourth grade of elementary school that was 3.4 describes various forms of ethnic, social, and cultural diversity in Indonesia which was bound by unity and unity (Pancasila and Citizenship Education), 3.1 examined the main ideas and supporting ideas obtained of oral, written, or visual texts (Bahasa Indonesia), 3.9 described and determined the circumference and area of the square, rectangular, and triangular (3.3) areas, 3.8 understood the importance of equilibrium and conservation of natural resources in the environment (Natural Science), and 3.3

identified economic activities in improving the life of the community in the occupational, social, and cultural field in the neighborhood up to the province (Social Sciences).

Implementation of thematic learning based on the wisdom of Pati culture, at the level of designing the learning design inserted PAKEM concept, which will be applied using media and games that was is Monek Billking Wisdom of Pati Culture.

Monek Billking was a collaboration of Monopoly and Engklek game with Billboard Rank. In the implementation of monopoly game media was made as a game box of the crank. Billboard Rank of PatiWisdom was a strategy to stimulate reflection and discussion about the values, ideas and choices that existed in the community, especially the cultural wisdom of Pati district, namely gandul rice, soto kemiri, petis runting, superior market, brass production, batik bakaran industry, TPI and ketoprak Juwana (Oktavianti and Ratnasari, 2017: 5).

The concept of PAKEM implemented through Monek Billking was in line with the demands of Law No. 20 on Section 40 of the National

Education System which states that "teachers and education personnel are obliged to create meaningful, fun, creative, informal and dialogical education". In addition Government Regulation Number 19 paragraph (1) states that the learning process in the education unit is held interactively, inspiration, fun, challenging, motivating students to participate actively, giving enough space for initiative, creativity and independence according to talents, interests and physical development as well as student psychology.

Based on this matter, Monev Billking requirement with the demand of learning is regulated in Law Number 20 article 40 and Government Regulation Number 19 paragraph (1).

The do level of this research was carried out at different times in the two elementary schools of research. This level was carried out at SD Sukoharjo 01 and SD Widorokandang 01 Pati. This activity started from the initial activities, core activities, and the end of learning activities.

Initial learning activity began with praying and continued with the teacher giving a question as apperception to the students about the

typical food, Pati traditional clothing, Pati traditional house, and Pati typical products. This activity received a positive response because all students in both partner schools could answer teacher apperception questions. This showed the students have known Pati culture.

Entering the core activities at the beginning, teachers formed groups. Group formation in the two partner schools was different because the student's characteristic also differed in both, especially with respect to the number of students and gender.

The learning activities continued with the teacher distributing proprietary cards to each group with different colors in each group, distributing memory matrices, whiteboards, erasers and markers in each group.

In the memory matrix division activities, whiteboard and markers some students were still confused about the usefulness expressed with the questions asked to the teacher. The confusion was answered after the teacher gave an explanation of the usefulness of matrices, whiteboard paper, erasers and markers in each group.

The explanation given by the teacher got the idea as response but in the form of the sentence asked by one of the train students (SD Sukoharjo 01) "can fill the matrix in whiteboard?". The teacher responded to the question by asking questions about why KA asked the question. The reason given was quite simple, because students wanted to try new things in doing the task of using different media. The other students responded to the idea of a train so that an agreement between the students and the teacher in filling the memory matrix on the whiteboard was provided.

The next learning activity was playing Monek Billking as Wisdom of Pati Culture. The implementation of the game was carried out under different conditions, ie the teacher directed the students of SD Widorokandang 01 to play Monek Billking as Wisdom of Pati Culture in the school field, while the students of SD Sukoharjo 01 played it in class. Although the learning locations were different, this id not change the students' enthusiasm when learning thematic learning using the Monek Billking as Wisdom of Pati Culture.



Figure 2. Implementation of Thematic Learning Using Monek Billking Pati Culture Wisdom

After installing the Monek Billking Board of Pati Culture Wisdom, the students begin to play the monopoly game of the crank which began with the students throwing the dice first and then the students jumped with one foot (jerk) toward the plot according to the number when rolling the dice. After the students arrived at the designated plot, the next task was to read the cultural cards according to the occupied cultural plot, while the other members listened to the cultural cards read and continued by noting the things listed in accordance with the matrix of the memory given earlier. The activity continued with students from other group members playing the monopoly of the crank. This activity showed active learning that was learning colored by various learning activities with teacher as facilitator.

In the activities of playing Monek Billking by students, there were several different group members

occupying the same plot so that the group that owned the cultural plot was entitled to punish as agreed by the group members. Punishment that gave groups that had a cultural plot against another cultural plot was singing or imitating the style. This showed one of the character of creative learning that was giving freedom to students to develop new idea or knowledge (Indrawati and Setiawan, 2009: 14).

The game stopped when all the cultural plots were all owned. Groups with ownership of the Cultural Card were the winners in this game. The teacher asked the students to sit on the monopoly board of the crank and together with the students do a reflection of the game Monev Billking of Pati Culture Wisdom.

Implementing activities to fill the memory matrix, each group member looked compact to do the tasks together. Division of tasks among members of a structured group although sometimes accompanied by some members' disagreements in filling the memory matrix. But with the discussion together to make some group members to make agreement about the concepts of Pati culture that must be filled in the memory

matrix. The results of the charging task could be seen in the following figure.

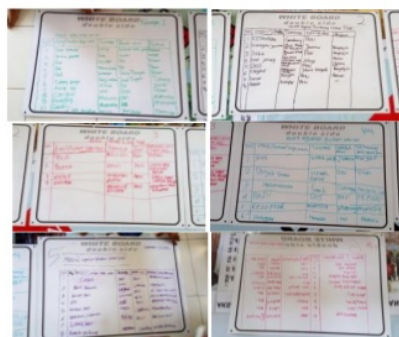


Figure.3 Memory Matrix Results

Matrix filling results indicated that each group succeeded in discovering the concept of economic activities and natural resources from Pati's cultural wisdom.

After filling in the memory matrix, the teacher gave an evaluation of questions. In the process, each group was given a billboard ranking to explore and discover the concept of learning contained in the material of Pati cultural wisdom that was the religious activities of the tomb of Mbah Saridin as seen in the following figure. The concept unearthed from the tomb of Mbah Saridin was the type of work and clothing caretaker of the grave was a sarong for the concept of waking up space, as shown below.



Figure 4. Result of Billboard Rangkings Pati Culture Wisdom

The results of billboards rank showed students could understand the wrong concepts of the circumference and the area of space that was rectangular, rectangular, and triangular from one of the cultural wisdom of Pati that was religious tourism Tomb of Mbah Saridin.

The stage of see was a reflection of the lesson. Researchers and teachers together reflected the learning activities that had been done. The result of the reflection showed that the students were able to explore the thematic concepts from the study of the wisdom of Pati culture. These results indicated that effective learning was implemented. According to Indrawati and Setiawan (2009: 15), effective learning is a learning that create what should be mastered students after the learning process takes place. In this study the students master concept of

type of work, natural resources, as well as circumference and area of square, rectangle and triangle.

The results of reflection also showed the goal learning of integrated thematic design design using Monek Billking as Wisdom of Pati Culture showed that students were proud of the wisdom of Pati culture achieve success, shown through the impression sheet and learning messages that had been filled with students who show that students were proud to be people Pati and students loved on Pati products. Some students even aspired to become entrepreneurs of soy sauce with the reason of deliciousness of Pati soy sauce and wanted to keep preserving soy sauce Pati, a fisherman with the simple reason that wanted to eat fish every day, and became batik entrepreneurs because like to wear batik. Those were the simple reasons that students gave as a proud expression of Pati culture.

The impression given about thematic learning using Monek Billking showed that students were able to accept learning and understand the concept of teaching thematic lessons, and wish each day to learn while playing. This indicated integrated thematic learning

using Monev Billking Pati Culture Wisdom successfully implemented and had achieved learning goals.

The results of reflection indicated that at the time of implementation of integrated thematic learning by using Monev Billking Wisdom of Pati Culture there were still some observer that guided students who did not understand what was delivered by teacher or answer questions intended for teacher. In the lesson study observer activities should not interfere in the learning activities because the observer's task only observed and collected learning process information undertaken by teachers, observing student learning activities during learning activities, learning from ongoing learning, and evaluating teacher models that appear

CONCLUSION

Thematic learning based on Pati cultural wisdom that was implemented by using Monev Billking made students enthusiastic in following the learning and students could understand the concept of learning that was matched through the material of local cultural wisdom. Goal of learning

design was achieved that students were proud of the wisdom of Pati culture.

These results indicated that to achieve teacher learning success should be able to create learning activities that were able to motivate students. Fun learning applications could reduce the pressure of learning so that students could explore the ability, interest in learning, and also encourage the potential and talent of students. In addition, the use of learning media with the concept of play could develop an understanding of learning concepts and critical thinking skills of students.

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